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| ndcrest_m | **SCHOOL OF EDUCATION****LESSON PLAN** (All school experiences other than Internship) |

### LESSON ORGANISATION

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| **Year Level: 9 Time**: 9 – 9:50 **Date**: 5/3/2010  **Learning Area**: English | **Students’ Prior Knowledge:**   * Comprehend how Goldilocks can be altered to influence viewers in different ways * Understand different writing techniques and how they are used in fairy tales * Brief comprehension of the main characters in the novel * Read Roald Dahl’s Goldilocks as homework prior |
| **Lesson Topic**: Goldilocks and the Three Bears, creative understanding and written interpretation |  |
| Based on Curriculum Framework:  **Circle Value/s to be taught: 1 2 3 4 5 Indicate Value/s aspects: 1.6, 2.4** | |
| **Overarching Learning Outcomes (circle): 1 2 3 4 5 6 7 8 9 10 11 12 13** | |
| Based on Progress Maps/Outcomes & Standards Framework  **Outcome Level Description: Level 4 Reading 4.1, 4.2, 4.3**  The student understands how language structures and conventions work to shape meaning; recognises that texts are constructed for particular audiences, contexts and purposes; and justifies their own interpretation of ideas, information and events in text. | |
| Based on Curriculum Guide/Elaborated Curriculum Guide, DET Syllabus or RE Syllabus  **Lesson Objectives (i.e. anticipated outcomes of this lesson, in point form)**  *As a result of this lesson, students will be able to:*   * Understand the creative side of themselves and the story they are presented with * Understand how Goldilocks writing techniques are applied and their uses * Comprehend how written alterations of a story can change the understanding and meaning entirely * Demonstrate that effective planning aids in the creative process of writing. | |
| **Teacher’s Prior Preparation/Organisation:**   * Spare pre planned documents for creative writing * Fully written alternative ending – copy for each student to read and make notes on * Exert of Roald Dahl’s Goldilocks printed on a sheet for students to share one between two | **Provision for Learner Diversity/Educational Risk**:   * Magnifying glass or larger print worksheets for students with disabilities * Different worksheets with prompting questions for students working at slightly different levels if need be * Extension work ( re creating whole story) |
| **LESSON EVALUATION (to be completed AFTER the lesson)** | |
| **Assessment of Lesson Objective and Suggestions for Improvement**: | |
| **Teacher self-reflection and self-evaluation**: | |
| [**OFFICIAL USE ONLY**] Comments by classroom teacher, HOPP, supervisor: | |

### LESSON DELIVERY (attach worksheets, examples, marking key, etc, as relevant)

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| **Time**  **9:00am**  **9:03am**  **9:05am**  **9:10am**  **9:16am**  **9:18am**  **9:24am**  **9:26am**  **9:37am**  **9:46am**  **9:48am** | **Motivation and Introduction:**   * Hand out example of the alternate ending as students are entering the classroom and setting themselves up * Ask students to see their planning they should have printed from the last lesson or at least copied down in some way - As they are gathering their homework hand out Roald Dahl worksheet one between two   **Lesson Steps** (Lesson content, structure, strategies & key questions):   * Discussion of homework - Who found the homework challenging? - Why?  -Why not? - Did you enjoy the homework? Why? Why not? * Ask certain students to read out some of their ideas – if no one offers to read theirs out then they are nominated – only brief little ideas and thoughts they had about their alternate endings – Praise and encouragement where due * Get students to read out the example alternative ending worksheet – each student reads a sentence or two and then the next student reads etc. * Discussion of alternative techniques that have been used in the alternative ending that was written – use of phrases and how they encourage the reader to view the text in a certain way and respond in a certain way * Teacher reads out the Roald Dahl version as students follow on in their partners * Discussion of how this text differs to the other ones that have been used previously – rhythm, use of certain words and imagery.   **Assessment**:   * Over all recap of how a text isn’t always necessarily limited to just the one interpretation that is the first one – how we as readers are affected by not only visual understandings but written words etc and how they are used to influence us as viewers.   **Lesson Closure:**   * Discussion of what will be used in the following lessons – Little Red Riding Hood. Brief intro about the feminist text simply saying that it will be discussed in great depth * Remind students to bring in their reading books and read Little Red Riding Hood for the following lesson for homework | **Resources/References**  **Worksheet**  **Roald Dahl worksheet** |